DOCUMENT RESUME

ED 071 590 HE 003 725

TITLE	Inventory of Opinions and Expectations, 1971 Freshman Class.
INSTITUTION	State Univ. of New York, Buffalo. Univ. Research Office.
REPORT NO	SUNY-Study-26
PUB DATE	Nov 71
NOTE	11p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*College Freshmen; Expectation; *Higher Education; *Student Attitudes; *Student Characteristics; *Student Opinion

ABSTRACT

This document reports the findings of the Inventory of Opinion and Expectation as administered to 1178 incoming freshmen at the State University of New York at Buffalo during the fall of 1971. It was found that the typical freshman at SUNY/B is a public high school graduate who found high school courses boring, repetitious and uninteresting, yet who anticipates a challenge in colleges. Most of the high school homework was written exercises and assigned readings, and the freshman expects assigned readings and independent research as the most frequent type of work assignment. Primary reasons for the students' coming to college were: (1) preparation for specific career; (2) preparation for a more interesting job; (3) to learn to interact with people better; and (4) liberal (general) education. The problems the students expected to encounter dealt with choice of vocation, personal identity, finance, military service, and choice of major. (HS)

ED 071590

S9
HE

A Biography of a Class Study

INVENTORY OF OPINIONS AND EXPECTATIONS

1971 FRESHMAN CLASS

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

November 1971
Study 26

State University of New York at Buffalo
Division of Instructional Services
University Research

HE 003225

ED 071590

INVENTORY OF OPINIONS AND EXPECTATIONS
1971 Freshman Class

Study 26

University Research
316 Harriman Library
State University of New York at Buffalo
1971

OPINIONS AND EXPECTATIONS

Freshmen, September 1971

Approximately thirteen hundred entering freshmen students attended the Summer Academic Workshop. Twelve hundred and nineteen of these completed a self-report form, the Inventory of Opinion and Expectation. Forty one of those were incomplete, mutilated, or otherwise unusable. Eleven hundred and seventy eight returns are the basis of this report. Approximately ninety-four percent of those attending the Summer Academic Workshops, about sixty percent of the incoming class, comprise the sample which is the basis of this report.

Who is our freshman? Typically a public high school graduate who found high school courses boring, repetitious and uninteresting yet who anticipates a challenge in college. Most of the high school homework was written exercises and assigned readings. The freshman expects assigned readings and independent research as the most frequent kind of University course work assignment. He expects to study three times as hard in the University as in high school. Most didn't study much in high school, less than ten hours a week.

Schoolmarks are believed to be a little low, or just about right as indicators of ability. Twice as many entering students expect to be in the top third of the class as expect to be in the middle and lower third combined. Somebody will be dissappointed along the way. Perhaps most disappointed will be the three out of four parents who strongly encouraged college attendance.

Students report that they would like to come to know faculty beyond the image of one who blows in, blows off and blows out, yet they don't really expect to get to know the faculty beyond the course work.

Why do the students come to college? Primary reasons in order of choice are:

1. Preparation for a specific career.
2. Preparation for a more interesting job.
3. To learn to interact with people better.
4. Liberal (general) education.

SUNYAB doesn't appear to develop familial affiliations, but seems to prospective students very competitive. Fortunately, the newcomers say that they either aren't affected by competition or find it stimulating much more than punitive.

What problems does the student expect?

1. Choice of vocation.
2. Personal identity.
3. Finance
4. Military service.
5. Choice of major.

He doesn't expect to sweat with problems of religion, home or personal freedom.

When offered a list of possible outcomes of a college education the four primary importance outcomes are:

1. Background and specialization for further education in some professional, scientific or other scholarly field.

2. Personal development, understanding of one's abilities and limitations, interests and standards of behavior.

3. Vocational preparation, skills and techniques directly applicable to a job.

4. Appreciation of individuality and independence of thought and action.

The personal characteristics to be affected by attending college, at

least in expectations of freshmen include becoming more,

1. open to new experiences
2. aware of my goals in life
3. independent
4. understanding, accepting of others
5. open to new ideas
6. interested in political and social issues
7. critical in my thinking
8. sure of my values and beliefs
9. self-disciplined
10. self-confident

More than a majority of entering freshmen expected to become more of all those things while at the University.

Finally, the sharing of power in making policy. How much of a share, and in what areas do students want to participate in the operation of the University?

Examination of responses about University practices and the expectation of degree of student participation when the practices are rank ordered by an expected major role and rank ordered inversely on an expected minor role is possible from the two tables given below.

TABLE 1: Practices Ordered by Expected Major Role

Rank	Practice	Percentage
1	Housing rules and regulations	75%
2	Course offerings	49%
3	Social discipline	48%
4	Course content	25%
5	Academic discipline	22%
6	Grading practices	15%
7	Financial allocations	11%
8	Administrative selection	10%
9	Faculty promotion, dismissal, tenure	8%
10	Hiring new faculty	6%
11	Admissions	5%

TABLE 2: Practices Inversely Ordered by Expected Minor Role

Rank	Practice	Percentage
11	Housing rules and regulations	4%
10	Course offerings	4%
9	Social discipline	11%
8	Course content	18%
7	Grading practices	20%
6	Academic discipline	27%
5	Financial allocations	39%
4	Administrative selection	44%
3	Faculty promotion, dismissal, tenure	54%
2	Hiring new faculty	57%
1	Admissions	69%

September 1971

1. The type of high school from which I graduated was:
   969 1. public
   22 2. private, nonreligious, nonmilitary
   166 3. parochial (Protestant, Catholic, Jewish)
   1 4. military
   19 5. other
   1 no response

2. The following word most accurately describes my overall reaction to high school courses in general:
   346 1. interesting
   73 2. challenging
   307 3. boring, uninteresting
   251 4. repetitious
   194 5. useful
   7 no response

3. The following word most accurately describes how I expect to find college courses:
   343 1. interesting
   725 2. challenging
   18 3. boring, uninteresting
   3 4. repetitious
   84 5. useful
   5 no response

4. In high school, the most frequent type of course work assignment was:
   508 1. written exercises which were collected and graded by the instructor
   361 2. written exercises which were not collected or graded by the instructor
   222 3. assigned reading
   27 4. creative writing (e.g., discussion of personal opinions)
   53 5. independent research, including research papers
   7 no response

5. In college, I expect the most frequent type of course work assignment to be:
   62 1. written exercises which are collected and graded by the instructor
   64 2. written exercises which are not collected or graded by the instructor
   506 3. assigned reading
   64 4. creative writing (e.g., discussion of personal opinions)
   477 5. independent research, including research papers
   5 no response

6. The approximate number of hours per week I studied or did homework in my last year of high school was:
   610 1. zero - five
   355 2. six - ten
   143 3. eleven - fifteen
   46 4. sixteen - twenty
   22 5. more than twenty
   2 no response

7. The approximate number of hours per week I expect to spend studying during my freshman year is _____

16	1.	zero - five
204	2.	six - ten
433	3.	eleven - fifteen
353	4.	sixteen - twenty
165	5.	more than twenty
7		no response

8. My high school marks _____ my ability

108	1.	grossly under-represent
434	2.	slightly under-represent
517	3.	fairly represent
99	4.	slightly over-represent
10	5.	grossly over-represent
10		no response

9. I think my class standing at the end of my freshman year at SUNYAB will be in the _____

88	1.	top 5%
421	2.	top third, but not top 5%
246	3.	middle third
6	4.	lowest third
413	5.	can't say
4		no response

10. In college, I would <u>like</u> to become acquainted with faculty members outside the classroom:

8	1.	not at all
70	2.	to talk to them about course work only
819	3.	to discuss matters in addition to course work
88	4.	socially off campus
188	5.	uncertain
5		no response

11. In college, I <u>expect</u> to become acquainted with faculty members outside of the classroom:

65	1.	not at all
375	2.	to talk to them about school or course work only
469	3.	to discuss matters in addition to course work
29	4.	socially off campus
237	5.	uncertain
3		no response

12. Regarding my attendance at college, my parents:

750	1.	strongly encouraged me
297	2.	mildly encouraged me
100	3.	were neutral or indifferent
24	4.	mildly discouraged me
5	5.	strongly discouraged me
2		no response

For each of the following REASONS FOR ATTENDING COLLEGE, indicate on your answer sheet how important that reason was for you.

Code:
1. unimportant
2. of moderate importance
3. of great importance
4. of primary importance (The most important reason: to be used for only one of the listed reasons)
5. haven't thought about it

		1	2	3	4	5	Blank
13.	Liberal (general) education	97	538	388	110	38	7
14.	Independence from family	384	423	294	36	36	5
15.	Avoidance of military service	744	221	96	6	93	18
16.	Preparation for a specific career	47	215	352	540	22	2
17.	Preparation for a better-paying job	192	424	431	85	42	4
18.	Preparation for a more interesting job	46	236	717	138	41	0
19.	Improvement of marriage prospects	603	269	60	7	236	3
20.	To learn to interact with people better	76	406	516	124	54	2
21.	My parents wanted me to attend	614	423	100	9	27	5
22.	Improvement of social life	290	581	220	12	73	2
23.	It was "the thing to do"	877	155	38	13	89	6
24.	Lack of anything else I wanted to do	809	164	60	23	112	10

25. _____of my brothers and/or sisters are attending or have attended SUNYAB (UB).

992	1.	none
158	2.	one
27	3.	two or more
1		no response

26. Regarding competition for grades, I expect to find _____competition among my classmates during my freshman year at SUNYAB.

26	1.	no
78	2.	only a little
396	3.	a moderate amount of
673	4.	a great deal of
5		no response

27. I usually find competition for grades

273	1.	is oppressive; prevents me from doing as well as I can otherwise
406	2.	doesn't affect me
493	3.	is stimulating: helps me to study and work harder
6		no response

Listed below are statements describing possible OUTCOMES OF A COLLEGE EDUCATION. For each statement, indicate how <u>important</u> that outcome is for <u>you</u>.

Code:
1. unimportant
2. of moderate importance
3. of great importance
4. of primary importance (The <u>most</u> important: to be used for <u>only one</u> of the listed outcomes)

		1	2	3	4	Blank
28.	Vocational preparation--skills and techniques directly applicable to a job	162	392	457	163	4
29.	Background and specialization for further education in some professional, scientific, or other scholarly field	85	292	475	316	10
30.	Broadened literary acquaintance and appreciation	187	580	387	18	6
31.	Critical thinking--logic, inference, nature and limitations of knowledge	72	422	634	42	8
32.	Aesthetic sensitivity--appreciation and enjoyment of arts, music, drama	227	583	349	16	3
33.	Understanding and appreciation of science and technology	195	462	476	35	10
34.	Personal development--understanding of one's abilities and limitations, interests and standards of behavior	41	243	675	209	10
35.	Appreciation of religion--moral and ethical standards.	568	454	137	14	5
36.	Appreciation of individuality and independence of thought and action	68	335	677	88	10
37.	Citizenship--understanding and interest in the style and quality of civic and political life	273	603	281	15	6
38.	Awareness of different philosophies, cultures, and ways of life	73	490	574	38	3
39.	Tolerance and understanding of other people and their values	49	366	714	45	4
40.	Social development--experience and skill in relating to other people	51	331	715	77	4
41.	Development of friendships and loyalties of lasting values	86	492	557	38	5
42.	Basis for improved social and economic status	302	478	310	85	3

Listed below are some areas of your life which might give you difficulty regarding decisions, attitudes, etc., while in college. For each area listed, indicate on your answer sheet which of the statements below (1, 2, 3, 4, or 5) most accurately describes your thoughts about these possible PROBLEM AREAS.

STATEMENT

1. This area definitely will not be a problem for me.
2. This area probably will not be a problem for me.
3. I am uncertain whether I will have problems in this area.
4. This area will probably cause me some concern.
5. This area will probably cause me a great amount of concern.

		1	2	3	4	5	Blank
43.	Choice of vocation	182	308	173	278	231	6
44.	Choice of major	207	351	146	302	169	3
45.	Getting acquainted with other students	200	527	221	180	45	5
46.	Meeting members of the opposite sex	245	509	216	150	54	4
47.	Social relations with one or more particular members of the opposite sex	189	464	284	103	74	4
48.	Religious beliefs	616	312	117	73	50	10
49.	Home life, family relationships	338	417	153	187	77	6
50.	Finances	117	330	209	336	183	3
51.	Personal freedom	296	468	214	137	57	6
52.	Learning to live on my own/responsibility for my own decisions	252	440	192	224	62	8
53.	Handling content of courses	52	393	403	262	65	3
54.	Trying to find myself in the sense of personal meaning and identity	105	260	265	314	231	3
55.	Loneliness	210	419	265	209	69	6
56.	Military service	556	106	145	182	183	6

Listed below are PERSONAL CHARACTERISTICS which may be affected by your experiences during your college years. Using the following four options, indicate for each characteristic the way in which you expect to change.

Code:

1. No change - I will stay as I am.
2. Yes, I will become more_____.
3. Yes, I will become less_____.
4. Not important, not relevant to me.

		1	2	3	4	Blank
57.	Aware of my goals in life	147	1006	13	6	6
58.	Committed to religious values	652	166	106	236	18
59.	Understanding, accepting of others	235	916	11	6	10
60.	Sensitive to my own needs and feelings	381	676	93	19	9
61.	Interested in political and social issues	280	812	20	52	14
62.	Capable of forming close relationships	394	741	21	14	8
63.	Self-disciplined	359	750	41	20	8
64.	Self-confident	291	807	55	17	8
65.	Independent	214	931	15	10	8
66.	Open to new ideas	254	903	12	3	6
67.	Sure of my values and beliefs	224	757	170	14	13
68.	Open to new experiences	145	1009	9	7	8
69.	Critical in my thinking	262	759	127	21	9

For each item, choose the response which is most appropriate for you. On your answer sheet, opposite the number which corresponds to that item blacken the space that matches the code number of the response you chose.

Code:

1. If you think only students should make a policy in the named area.
2. If you think students should have the major role in making policy in the area.
3. If you think students, administrators, and faculty should have equal votes in making policy in the area.
4. If you think students shoul have only a minor role in making policy in the area.
5. If you think students should have no role in making policy in the area.

		1	2	3	4	5	Blank
70.	Housing rules and regulations.	174	670	285	37	5	7
71.	Grading practices.	11	165	757	213	25	7
72.	What courses should be offered.	32	545	537	50	3	11
73.	What content should be in those courses.	8	289	657	196	20	8
74.	Hiring new faculty.	6	71	424	470	203	4
75.	Faculty promotion, tenure, dismissal.	7	90	432	477	165	7
76.	Selection of administrative offices.	7	108	534	381	138	10
77.	Allocation of finances.	8	121	577	354	109	9
78.	Admissions.	7	50	296	456	363	6
79.	Discipline in academic matters (for example, cheating).	49	208	595	229	90	7
80.	Discipline in social matters (for example, drinking).	167	399	458	103	27	24